

Human Sexuality
ANTH 0768
Spring 2014
MW 430pm-545pm

Instructor: Dr. Gabby M.H. Yearwood
yearwood@pitt.edu
3109 Posvar Hall

Office Hours: T 2pm-330pm
W 9am-1030am
And by appointment.

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E-mail: mab386@pitt.edu
Office Hours: Thursday, 9:30-11:30 a.m.

Course Description:

This course will explore the expression of human sexuality across a diversity of cultural and social settings. It will include discussions of how human groups manage sexuality and human reproduction; theories concerning the development of different marriage, family and household systems as they relate to human sexuality; differences in values and expectations related to sexuality in different cultures; the development of sexual expression across the life span in different cultures; and approaches to understanding heterosexual and homosexual relationships and sexual violence.

Course Aims and Objectives:

Aims

This course will be an introduction to the concepts and issues related to topics of gender and sexuality and their interrelatedness with other social systems. The aims of the course will be to increase students understandings of the complexity and interrelatedness of human behavior and the social systems humans produce as a result. Students by the end of the course will have a more sophisticated knowledge of anthropological theory and its applications with gender and sexuality. As well, students will have a better understanding of how these topics impact their lives.

Specific Learning Objectives:

By the end of this course, students will have a:

- Greater understanding of anthropological knowledge
- Greater understanding of sexuality and gender in social life
- Broader understanding of one's own social knowledge
- The development of critical and analytical thinking skills is also a central aim of this course. Readings, lectures, group activities, and films all work together to develop these skills and equip students to better understand, interpret and navigate the complexities of course content.

Format and Procedures:

Success in this course involves mastering both the concepts and the methodology of the cultural anthropologist. Thus, students will be asked to do certain things as well as display certain knowledge. As this is a class based on active participation of all students, students can expect a steady diet of interactive discussion, in-class activities and writing assignments. Students are expected to attend all scheduled classes—including media presentations and guest lectures.

In this class we will examine human sexuality as anything but a neutral activity. It will be shown with linkages to many social conflicts and differences. Various readings, discussions and assignments deal directly with sensitive issues. Topics brought up in this course may cause for heated debate and personal views on various subjects. All views are welcome but will be managed by the instructor to insure that all voices are given an opportunity to be heard and not silenced in keeping with a proper academic environment. However, all students in this course are also held responsible and accountable to themselves and to their classmates for managing an active learning community. Students are expected to abide by this philosophy both in their own ideas and comments as well as their classmates.

Class attendance and participation policy:

Attendance, contribution, and classroom ethos: Regular attendance is not only the key to your own success as a student in this course, but also for the quality of the course as a dynamic whole.

Arriving late and leaving early disrupts class flow, so make every effort to arrive to class on time with your materials prepared and phones off. Laptops are to be used for course/lecture related activities only. Students will be asked to leave if they are found to be using laptops for non-course related business.

Grading processes and criteria.

All assignments are due on the dates listed in the schedule and are due on that date at the beginning of class. Any assignments turned in later will be counted as being turned in late and will start with one full letter grade deduction.

- I. **Reading response papers. (25%):** Over the course of the semester, each student will write a total of 3 (**3-page 12 pt. font, double spaced**) responses to the reading. Due dates are listed in the schedule. These writings can be reflections, reactions, critical or commentaries that in some way *place in conversation what* we have read and discussed to that point in the semester. They are not meant to be book reports or summaries of the readings. **Note: Reading response papers must be turned in on time and cannot be made up at the end of the course.**
- II. **Research Paper. (60%).** Students will design, format and write a 10 page research paper (**12 pt. font, double spaced**) on a topic of their choosing related to a theme, concept, or topic from the course. Students will be expected to follow proper writing procedures, protocol as set forth by the University. Students are strongly encouraged to use the resources of the University Writing Center. Students must verify their research topic with the instructor. Students must email their research topic by the date listed in the schedule below. Due date is listed in the schedule. The final draft paper will be in lieu of a final exam but will be due on the last class day listed in below. **Proper citation and credit for all sources is a must. Any paper failing to meet this will be deemed plagiarism and the student will receive an F for the paper.**
- III. **Attendance/Participation. (15%)** Attendance will be recorded beginning the second week of class.

Grading Procedures: Grades will be based on:

A 95-100%

Excellent grasp of subject matter; explains concepts clearly; provides relevant details and examples; draws clear and interesting connections, exceptionally original, coherent and well-organized; ideas clearly written/stated, outstanding classroom participation.

A- 90-94%

Very good grasp of subject matter; explains concepts clearly; provides relevant details and examples; draws clear connections; ideas clearly written/stated

B+ 86-89%

Good grasp of some elements above, others need work

B 83-85%

Satisfactory grasp of some elements above

B- 80-82%

Uneven, spotty grasp of the elements above

C+ 76-79 %

Limited grasp of the above

C 73-75%

Poor grasp of the above

C- 70-72%

Very poor grasp of the above

D 60-69%

Little evidence of grasp of material, having done readings, attended class, or completed assignments

F 0-59%

Insignificant evidence of having done readings, attended class, or completing assignments

Monitored Withdrawal from a Course

After the add/drop period has ended, students may withdraw from a course that they no longer wish to attend by completing a Monitored Withdrawal Request form in the office of the school offering the course. Students must process the Monitored Withdrawal Request form within the first nine weeks of the term in the fall and spring. Because summer sessions vary in length, students should check the summer *Schedule of Classes* for those deadlines. Students should check with the school offering the course for the last day to submit a Monitored Withdrawal Request form. The grade W will appear on the student's grade report and transcript. There is no financial adjustment to students' tuition or fee obligations involved in withdrawing from courses, but withdrawing may jeopardize satisfactory academic progress, financial aid, and athletic eligibility.

Academic Integrity

Students have the responsibility to be honest and to conduct themselves in an ethical manner while pursuing academic studies. Students have the right to be treated by faculty in a fair and conscientious manner in accordance with the ethical standards generally recognized within the academic community (as well as those

recognized within the profession). Should a student be accused of a breach of academic integrity or have questions regarding faculty responsibilities, procedural safeguards including provisions of due process have been designed to protect student rights. These may be found in *Guidelines on Academic Integrity: Student and Faculty Obligations and Hearing Procedures* at www.provost.pitt.edu/info/ai1.html

Student Code of Conduct

The *Student Code of Conduct* is an outline of the nonacademic rights and responsibilities of University students. The code defines offenses by and against students. A student or University official may file a complaint of violation of the *Student Code of Conduct* at the University Student Judicial System. For a copy of the code, please contact the judicial system office in 738 William Pitt Union at 412-648-7910 or see www.studentaffairs.pitt.edu/studentconduct.

Use of E-mail for Official Correspondence to Students

The University of Pittsburgh has established e-mail as an official means of communication with students. It is your responsibility to be aware of any information transmitted via email or Courseweb(Blackboard) from the instructor and teaching assistant. Email is also the appropriate means of communicating to the instructor and the teaching assistant. Please allow a reasonable amount of time for replies, a minimum of 24hrs. Emails sent overnight or directly before class meetings will not be returned prior to class that same day.

II. Email POLICY

Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address.

<http://www.cfo.pitt.edu/policies/policy/09/09-10-01.html>

Writing Center

The Writing Center, part of the University's Department of English, offers one-on-one assistance to students who need help with their writing in any class. Consultants will help with any aspect of the writing process, including development, organization, revision, grammar, and proofreading but will not edit or write text. Students may drop in any time, but it is best to call for an appointment. The Writing Center's hours vary from term to term. For additional information, for scheduled hours, or to make an appointment, call 412-624-6556.

M-2 Thaw Hall
412-624-6556
www.writing.pitt.edu

Disability Resources and Services

The Office of Disability Resources and Services (DRS) provides a broad range of support services to assist students with disabilities. Services include, but are not limited to, tape-recorded textbooks, sign language

interpreters, adaptive computer technology, Braille translation, and nonstandard exam arrangements. Contact DRS at 412-648-7890 or 412-383-7355 (TTY) in 140 William Pitt Union or see www.drs.pitt.edu for more information.

English Language Institute

The English Language Institute (ELI) provides intensive instruction in English for people whose native language is not English and who need to meet proficiency requirements to enter a university. Courses are noncredit and cover reading, writing, listening, speaking, and grammar. The institute offers classes in the Test of English as a Foreign Language (TOEFL) to students already enrolled in the institute to help them prepare for the test.

Admission to the ELI does not include admission to the University of Pittsburgh. The University of Pittsburgh requires a 550 on the TOEFL for admission to most undergraduate programs. Students who wish to be considered for admission but who have not achieved 550 on the TOEFL may request to have their academic qualifications evaluated in advance. This early evaluation assures qualified students that they can register for academic courses when they meet the English proficiency requirement. Instructions for this procedure are on the ELI application form and Web site. The staff of the ELI is available to advise students about applications to colleges and universities.

For more information about the English Language Institute, call 412-624-5901, write to elipitt@pitt.edu, or visit www.eli.pitt.edu.

2816 Cathedral of Learning
412-624-5901

Books required for class:

Allen, Jafari. (2011). *Venceremos? : The Erotics of Black Self-Making in Cuba*. Duke University Press.

Mahmood, Saba. (2011). *Politics of Piety: The Islamic Revival and the Feminist Subject*. Princeton University Press.

Martin, Emily. (2001). *The Woman in the Body: A Cultural Analysis of Reproduction*. Beacon Press.

Wekker, Gloria. (2006). *The Politics of Passion: Women's Sexual Culture in the Afro-Surinamese Diaspora*. Columbia University Press.

Sanday, P. (2007). *Fraternity Gang Rape: Sex, Brotherhood, and Privilege on Campus*. New York: New York University Press

******Any additional readings will be made available electronically via Blackboard.**

*****This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.***

COURSE SCHEDULE

Week 1

1/6/14

Review Syllabus
Overview of course

1/8/14

What is anthropology? What is sex? Sexuality? Gender? What is an anthropology of sex, sexuality and gender?

Week 2

1/13/14

Ortner, Sherry B. 1974. In *Feminist Anthropology-A Reader*. Ed. Ellen Lewin.

- “Is Female to Male as Nature is to Culture?” pp 72-86

Lorber, Judith. In *Feminist Frontiers*. Eds. Taylor, Whittier, Rupp.

- “Night to His Day”: The Social Construction of Gender.

1/15/14

Scarry, E. (1985). *The body in pain: the making and unmaking of the world*. New York: Oxford University Press.

- “Introduction” pp 3-23

Foucault, M. (1975). *Discipline & Punish: The Birth of the Prison*. New York: Random House.

- “Docile Bodies” pp 135-160

Week 3

Science and Gender

1/20/14

No Class.

1/22/14

Kessler, Suzanne. In *Feminist Frontiers*.

- The Medical Construction of Gender

Martin, Emily. (2001). *The Woman in the Body: A Cultural Analysis of Reproduction*

- Introduction, Part One and Part Two

Week 4

1/27/14

Martin, Emily. (2001). *The Woman in the Body: A Cultural Analysis of Reproduction*

- Part Three (Chapters 5, 6, 7, & 8)

1/29/14

Martin, Emily. (2001). *The Woman in the Body: A Cultural Analysis of Reproduction*

- Part Three(Chapters 9, 10) & Part Four

Week 5

Privilege, Patriarchy and Power

2/3/14

McIntosh, Peggy. In *Feminist Frontiers*.

- White Privilege: Unpacking the Invisible Knapsack

Lipsitz, George. 1998. *The Possessive Investment in Whiteness: How White People Profit from Identity Politics*.

- “Introduction-Bill Moore’s Body” pp vii-xx;
- Chapter 1 “The Possessive Investment in Whiteness” pp 1-23

2/5/14

Sanday, P. (2007). *Fraternity Gang Rape: Sex, Brotherhood, and Privilege on Campus*.

- Introduction (1st and 2nd Edition), Foreword by Judge Lois G. Forer

Week 6

2/10/14

Sanday, P. (2007). *Fraternity Gang Rape: Sex, Brotherhood, and Privilege on Campus*.

- Chapters 1,2,3 & 4

2/12/14 Reading Response Paper #1 Due

Sanday, P. (2007). *Fraternity Gang Rape: Sex, Brotherhood, and Privilege on Campus*.

- Chapters 5,6,7, 8 & Afterword

Week 7

Masculinity, Race and Queerness

2/17/14

Connell, R.W. In *Feminist Frontiers*.

- Masculinities and Globalization

Michael Omi and Howard Winant.

- Racial Formations pp 1-6.

2/19/14

Allen, Jafari. (2011). *Venceremos? : The Erotics of Black Self-Making in Cuba*
Introduction and Chapter 1

Week 8

2/24/14

Allen, Jafari. (2011). *Venceremos? : The Erotics of Black Self-Making in Cuba*
Chapter 2, 3 and 4

2/26/14

Allen, Jafari. (2011). *Venceremos? : The Erotics of Black Self-Making in Cuba*
Chapter 5, 6 and Conclusion (We Will Win)

Week 9

Third World Feminisms and The Other

3/3/14

Mohanty, Chandra T. In *Feminist Frontiers*.

- Feminism Without Borders

Abu-Lughod, Lila. In *Feminist Frontiers*.

- Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others

3/5/14 Research Topic Due: Email Professor

Yuval-Davis, Nira. *Women, Ethnicity and Nationalism: The Politics of Transition*.

- Gender and Nation.

Anthias, Floya and Nira Yuval-Davis. *Woman, Nation, State*.

- Introduction.

Pateman, Carole. *The Sexual Contract*.

- Patriarchal Confusions.

Week 10

3/11/14 No Class –Spring Break

3/13/14 No Class –Spring Break

Week 11

3/17/14

Mahmood, Saba. (2011). *Politics of Piety: The Islamic Revival and the Feminist Subject*.

- Preface to 2012 Edition, Chapter 1, 2, 3

3/19/14 Reading Response Paper #2 Due

Mahmood, Saba. (2011). *Politics of Piety: The Islamic Revival and the Feminist Subject*.

- Chapter 4, 5 & Epilogue

Week 12

Kinship, Sexuality and Erotics

3/24/14

Rupp, Leila J. In *Feminist Frontiers*

- Loving Women in the Modern World,

3/26/14

Wekker, Gloria. (2006). *The Politics of Passion: Women's Sexual Culture in the Afro-Surinamese Diaspora*.

- Chapter 1 & 2

Week 13

3/31/14

Wekker, Gloria. (2006). *The Politics of Passion: Women's Sexual Culture in the Afro-Surinamese Diaspora*.

- Chapter 3 & 4

4/2/14

Reading Response #3 Due

Wekker, Gloria. (2006). *The Politics of Passion: Women's Sexual Culture in the Afro-Surinamese Diaspora*.

- Chapter 5 & 6

Week 14

4/7/14

Research Paper Meetings with Instructor/TF: Class will not meet.

4/9/14

Research Paper Meetings with Instructor/TF: Class will not meet.

Week 15

Practice, Praxis and Activism

4/14/14

Reading TBD.

4/16/14 Last Class Day

Research Paper due.